Transformational Leadership of Middle Management and Teacher Commitment Toward Enhanced Faculty Leadership Program

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Abstract

Aim: This study explored the link between transformational leadership styles - Inspirational Motivation, Individualized Consideration, Intellectual Stimulation, and Idealized Influence - and teacher commitment within educational institutions in Manila and Pasay City, Philippines. It aimed to determine which components of transformational leadership have the most significant impact on enhancing teacher commitment.

Methodology: Utilizing a descriptive-quantitative and comparative correlational approach, the research collected data from 133 middle-management teachers across four schools through a validated researcher-made questionnaire. Key factors such as workload, salary, administrative support, and work environment were considered. The influence of transformational leadership on teacher commitment was analyzed using multiple regression analysis.

Results: The findings demonstrate a strong positive correlation between transformational leadership and teacher commitment, with Inspirational Motivation (B = 0.9, Beta = 0.88) identified as the most influential predictor. The regression model, indicated by a high R-square and significant F value, confirms the predictive power of these leadership styles on teacher commitment levels.

Conclusion: Transformational leadership plays a pivotal role in fostering teacher commitment. Inspirational Motivation, in particular, stands out as a crucial element in enhancing teacher engagement and retention. The study underscores the value of integrating transformational leadership practices, especially Inspirational Motivation, in faculty development programs to promote job satisfaction and commitment among teachers. The proposed Faculty Leadership Training Program, focusing on these leadership styles, is expected to contribute positively to educational outcomes by improving teacher retention.

Keywords: transformational leadership, teacher commitment, faculty development, inspirational motivation, individualized consideration, intellectual stimulation, idealized influence.

INTRODUCTION

Education is considered as the foundation of development and progress for any nation. It plays a vital role in shaping the future of a society by producing competent and skilled individuals who can contribute positively to the country's development. Hence, it is imperative to have a highly qualified, motivated, and experienced teaching workforce to achieve quality education. However, the problem of teacher retention and commitment has been a major concern for educational institutions worldwide. Teacher turnover has adverse effects on student learning outcomes and the overall quality of education. Therefore, it is essential to determine the factors that influence teacher commitment and develop effective strategies to address this issue.

Employee retention or commitment has been widely acknowledged as a critical component for achieving and maintaining organizational success (Arachchillage & Senevirathna, 2017; Paul & Vincent, 2018). Experienced employees are especially vital contributors to an organization's success, underscoring the importance of commitment. Retaining employees remains a fundamental challenge for ensuring organizational longevity (Kaur, 2017; Nelms, 2018). Hence, teacher commitment is not only crucial for the overall quality of education but also for the longevity of educational institutions. Therefore, investigating the factors that influence teacher commitment, particularly the impact of transformational leadership, is vital for educational institutions to develop effective and efficient strategies that can improve teacher commitment rates, organizational success, and ultimately enhance the quality of education.

Transformational leadership is one of the most prevalent educational leadership approaches (Bush, 2017; Gumus et al., 2016). According to Thomas et al. (2020), it involves a supporting role of a leader in which bottom-up involvement is employed to connect teachers' individual activity and school-wide action. Several studies have been conducted on teacher commitment; however, there is a research gap regarding the relationship between transformational leadership and teacher commitment. Transformational leadership has been recognized as an effective leadership style that can positively influence employee motivation, job satisfaction, and organizational commitment (Tian et al., 2020). However, the relationship between transformational leadership and teacher commitment has not been extensively studied. Therefore, this study aims to fill this research gap by investigating the impact of transformational leadership on teacher commitment.

Teacher commitment is a critical issue in the field of education, as high teacher turnover can have significant negative effects on students' academic achievement and the overall quality of education. Studies have identified several factors that influence teacher commitment, including workload, salary and benefits, administrative support and work environment. The work environment is one of the most significant factors that affect teacher commitment, as teachers who feel overwhelmed by their work environment are more likely to leave their job. Teachers with excessive workloads may experience stress, exhaustion, and burnout, which can lead to lower job satisfaction and motivation (Cooper-Gibson Research, 2018). Salary and benefits are also crucial factors that influence teacher retention and commitment. Low pay and lack of benefits are significant concerns for teachers, as they may feel undervalued and under-compensated for their work (Cooper-Gibson Research, 2018). In addition, inadequate benefits, such as insufficient health insurance and retirement benefits, can cause financial stress, which can impact a teacher's job satisfaction and motivation to stay in the profession (Carmona, 2019). Administrative support is another critical factor in teacher commitment. Teachers who feel unsupported by their administrators may be more likely to leave their jobs. Administrators can provide support in various ways, including offering professional development opportunities, providing feedback and recognition, and promoting a positive school culture (Hendrick, 2022; Shuls & Flores, 2020).

Furthermore, according to Qamar et al. (2019), transformational leadership involves establishing a shared consciousness in which inspiration is reinforced by 'efforts to elevate colleagues' egoistic principles, beliefs, and attitudes.' Transformational leadership is important for employee commitment because if the head has leadership qualities and handles regular things efficiently, then subordinates will likewise follow their vision, which motivates subordinates and eventually promotes employee commitment (Thomas et al., 2020). Transformational leadership has been recognized as an effective leadership style that can positively influence employee motivation, job satisfaction, and organizational commitment (Tian et al., 2020). He (2022) conducted a study aimed at investigating the relationship between teachers' perception of the principal's transformational leadership style and teacher retention at Baoji Jintai Senior Middle School in Shaanxi Province, China. The results showed a positive and significant correlation between teachers' perception of the principal's transformational leadership style and teacher retention or commitment at the school (He, 2022)

In this study, the four components of transformational leadership - inspirational motivation, individualized consideration, intellectual stimulation and idealized influence – was assessed to determine its positive impact on employee commitment. Towler (2019) defines the four components of transformational leadership as follows: Individualized Consideration refers to a leader's ability to pay attention to each follower's unique needs and serve as a mentor, coach, or guide; Inspirational Motivation refers to a leader's capacity to articulate a compelling vision that motivates and inspires others to perform beyond expectations; and Intellectual Stimulation refers to a leader's propensity to challenge established assumptions, take risks, and solicit followers' ideas (Towler, 2019).

Furthermore, inspirational motivation involves inspiring employees with a vision, while individualized consideration involves tailoring leadership to meet employees' individual needs, and intellectual stimulation involves promoting creativity and innovation, lastly, leaders who exhibit Idealized Influence serve as exemplary models for their followers by upholding elevated ethical standards. Their conduct is regarded as morally and ethically commendable, leading their followers to identify with them and aspire to emulate their behavior. These leaders are highly respected by their followers, who place significant trust in them. Additionally, they inspire their followers by providing a clear sense of purpose and direction. (Towler, 2019).

Therefore, this study aims to investigate the relationship between transformational leadership and teacher retention or commitment, specifically in terms of workload, work environment, salary and benefits, administrative support, and demographic factors. In identifying the relationship between transformational leadership and teacher retention or commitment, educational institutions can develop effective strategies to improve teacher retention or commitment rates and enhance the quality of education.

Objectives

 The main objective of the present study is to determine the relationship between transformational leadership and teacher commitment.

 Specifically, it aimed to answer the following:

1. What are the key factors that influence teacher commitment in terms of:

 1.1 Workload

 1.2 Salary and Benefits

 1.3 Administrative support

 1.4 Work Environment

2. What are the transformational leadership styles that affect teacher commitment in terms of:

 2.1 Inspirational Motivation

 2.2 Individualized Consideration

 2.3 Intellectual Stimulation

 2.4 Idealized Influence

3. What is the significant relationship between transformational leadership and teacher commitment?

4. What effective faculty leadership training programs are based on the findings of the study?

Hypothesis

 Given the stated research problem, the following hypotheses were tested on 0.05 level of significance:

 Ho1: There is a significant relationship between transformational leadership and teacher commitment

METHODS

Research Design

 Employing a comparative correlational design, the study integrates descriptive-quantitative methods to precisely and systematically characterize the population, situation, or phenomenon of interest. This approach allows for the determination of characteristics, frequencies, trends, correlations, and classifications, as well as the examination of the connections between variables to predict future outcomes based on current knowledge.

Population and Sampling

 The study was conducted in Manila, specifically across four public schools in Manila and Pasay City. The study utilized purposive sampling to select 133 respondents, comprising teachers in middle management positions. This sampling strategy was chosen due to its effectiveness in gathering detailed knowledge from a representative sample.

Instrument

 Data were collected through a researcher-made survey questionnaire, utilizing a four-point Likert scale for assessment. This instrument underwent validation by a panel of experts and a pilot study to ensure its reliability and effectiveness in data collection.

Data Collection

 The researcher conducted a thorough review of related studies focusing on transformational leadership and its impact on teacher commitment, the factors influencing teacher commitment, and the unique challenges faced by teachers. A questionnaire was designed based on the literature review and approval from their advisor and experts to ensure its validity and reliability was obtained. The researcher then employed a face-to-face distribution of the questionnaire for data collection. Once the required number of respondents had completed the survey, the researcher collected and organized the data.

Treatment of Data

 The collected data were analyzed using SPSS IBM Statistics, employing percentage, weighted mean, and multiple regression analysis to ascertain the influence of various aspects of transformational leadership on teacher commitment.

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Ethical Considerations

Ethical considerations were paramount throughout the study, encompassing informed consent, confidentiality, safety, and respect for participants, data accuracy, and transparency. Before conducting any surveys, the researcher obtained informed consent from participants, clearly stating the purpose of the study, their rights, and the voluntary nature of their participation. Confidentiality of all data collected during the study was maintained, ensuring that personal information was protected and used only for research purposes. The data was securely stored and destroyed after the completion of the study. The researcher ensured the safety of all participants, taking measures to prevent harm and ensure that the survey did not pose any risk to their well-being. The researcher was transparent about the methods used in the study, including data collection processes, analysis techniques, and reporting of results.

RESULTS and DISCUSSION

Key Factors that Influence Teacher Commitment

Table 1 presents the findings on various factors contributing to teacher commitment, emphasizing the importance of workload, salary, administrative support, and work environment in the context of teacher commitment.

Table 1 Factors of Teacher Commitment

Indicators	Weighted Mean	Description	Verbal Interpretation
Workload	3.4211	Strongly Agree	Very High Impact on Commitment
Salary	3.3534	Strongly Agree	Very High Impact on Commitment
Administrative Support	3.3534	Strongly Agree	Very High Impact on Commitment
Work Environment	3.4511	Strongly Agree	Very High Impact on Commitment
Overall	3.394	Strongly Agree	Very High Impact on Commitment

Legend: 3.26 - 4.00 Strongly Agree Very High Impact; 2.51 - 3.35 Agree High Impact; 1.76 - 2.50 Disagree Moderate Impact; 1.00 - 1.75 Strongly Disagree Low Impact

With the highest weighted mean among the indicators, the work environment with a mean of 3.4511 underscores its critical role in teacher commitment. A positive, supportive, and collaborative work environment can greatly enhance teachers' job satisfaction and their intention to stay in their roles. This finding suggests the need for educational institutions to foster a healthy and conducive work environment for their faculty (Ibrahim & Aljneibi, 2022). The second highest weighted mean, indicating a strong agreement among the indicators, is related to workload (3.4211). This suggests that a manageable and well-balanced workload is a critical factor in teachers' commitment to their positions. It implies that when teachers perceive their workload as reasonable, it significantly enhances their job satisfaction and their willingness to stay in their current roles. This finding aligns with the notion that overburdening teachers can lead to burnout and decreased job commitment (Carver-Thomas et al., 2017).

On the other hand, salary with a mean of 3.3534, as an indicator, also shows a strong agreement, indicating that competitive and fair compensation plays a significant role in influencing teachers' decisions to remain in their positions. This aligns with the understanding that adequate financial remuneration is a key component of job satisfaction and commitment (Hanushek et al. 2016).Equally rated with salary, administrative support with a mean of 3.3534 highlights the importance of a supportive and understanding administration in enhancing teacher commitment. Effective administrative support, including professional development opportunities and positive leader-teacher relationships, can significantly impact teachers' sense of belonging and commitment to their institutions (Kraft et al., 2016).

Overall, the overall mean of 3.394 suggests a very high level of agreement across all factors, indicating that workload, salary, administrative support, and work environment collectively have a substantial impact on teacher commitment. This comprehensive view highlights the necessity for educational institutions to address these key areas holistically to enhance teacher commitment and job satisfaction. These findings collectively emphasize the crucial role of various factors in fostering teacher commitment (Ibrahim & Aljneibi, 2022). While each factor individually contributes to teacher satisfaction, their combined effect is pivotal in creating a positive and sustainable teaching

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environment. This points toward the need for educational institutions to adopt comprehensive strategies that address these key areas, ensuring a more satisfying and rewarding experience for teachers (Ibrahim & Aljneibi, 2022).

Transformational Leadership Styles that Affect Teacher Commitment

Inspirational Motivation

Table 2 presents the findings on how inspirational motivation, a key aspect of transformational leadership, impacts teacher commitment.

Table 2 Transformational leadership styles that affect teacher commitment in terms of Inspirational Motivation

Indicators	Weighted Mean	Description	Verbal Interpretation
Inspirational motivation from my leader is a major factor in my decision to stay in my current teaching position.	3.331	Agree	High Impact on Commitment
I feel inspired to perform at my best when my leader provides inspirational motivation.	3.421	Strongly Agree	Very High Impact on Commitment
The inspirational motivation I receive from my leader helps me to see the bigger picture and purpose of my work.	3.399	Strongly Agree	Very High Impact on Commitment
Inspirational motivation from my leader makes me feel more enthusiastic about my job responsibilities.	3.391	Strongly Agree	Very High Impact on Commitment
I am more likely to take on challenging tasks when I receive inspirational motivation from my leader.	3.361	Strongly Agree	Very High Impact on Commitment
Overall	3.380	Strongly Agree	Very High Impact on Commitment

The indicator with the highest weighted mean is "I feel inspired to perform at my best when my leader provides inspirational motivation." This statement falls into the "Strongly Agree" category, indicating a very high impact on commitment. It suggests that leaders who offer inspirational motivation significantly enhance teachers' performance. This is supported by Sonmez Cakir and Adiguzel (2020), who emphasized the positive correlation between leadership inspiration and employee performance.

Conversely, the indicator with the lowest weighted mean, "Inspirational motivation from my leader is a major factor in my decision to stay in my current teaching position," has a mean of 3.331. Falling into the "Agree" category, it indicates a high impact on commitment, albeit less than other factors. This shows that while inspirational motivation is important, other factors also play a crucial role in teachers' commitment to their positions, as discussed in Xuecheng et al. (2022).

With a mean of 3.444, the statement, "Inspirational motivation from my leader has a significant impact on my job satisfaction," strongly agrees, reflecting a very high impact on commitment. This suggests that teachers' job satisfaction is closely tied to the inspirational quality of their leaders (Toropova et. al., 2021).

The statement, "I feel inspired to perform at my best when my leader provides inspirational motivation," with a mean of 3.421, falls under "Strongly Agree," showing a very high impact on commitment. It suggests that inspirational leaders can elevate teachers' performance levels (Toropova et. al., 2021). "The inspirational motivation I receive from my leader helps me to see the bigger picture and purpose of my work," scores a mean of 3.399. This statement, under "Strongly Agree," indicates a very high impact on commitment, suggesting that such motivation helps teachers understand their work's broader impact. This is in line with (Sonmez Cakir & Adiguzel, 2020). With a mean of 3.391, the statement, "Inspirational motivation from my leader makes me feel more enthusiastic about my job responsibilities," falls under "Strongly Agree," reflecting a very high impact on commitment. This implies that inspirational leadership enhances teachers' enthusiasm for their roles (Sonmez Cakir & Adiguzel, 2020).

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The statement, "I am more likely to take on challenging tasks when I receive inspirational motivation from my leader," has a mean of 3.361. Falling under "Strongly Agree," it indicates a very high impact on commitment, suggesting that inspirational motivation can drive teachers to embrace challenges (Toropova et. al., 2021). Overall, these findings collectively highlight the crucial role of transformational leadership, specifically through inspirational motivation, in fostering teacher commitment. While teachers value being inspired and feeling appreciated, it's also clear that their commitment to their roles is influenced by a blend of factors. This points towards the need for a holistic approach in leadership strategies, combining inspirational motivation with other supportive measures to enhance teacher commitment and retention. Such an approach is not only beneficial for teacher satisfaction but also contributes to a more positive, productive, and sustainable teaching environment.

Individualized Consideration
The findings from Table 3 provide a comprehensive understanding of how individualized consideration, another essential element of transformational leadership, contributes to teacher commitment. This dimension focuses on the leader's ability to address the unique needs, aspirations, and development of each teacher, thereby impacting their decision to stay, engage with their work, and their overall satisfaction.

Table 3
Transformational leadership styles that affect teacher commitment in terms of Individualized Consideration

Indicators	Weighted Mean	Description	Verbal Interpretation
The individualized consideration I receive from my leader helps me to develop professionally.	3.436	Strongly Agree	High Impact on Commitment
I feel more confident in my ability to address challenges when my leader provides individualized consideration.	3.429	Strongly Agree	Very High Impact on Commitment
Individualized consideration from my leader enhances my sense of autonomy and ownership over my work.	3.376	Strongly Agree	Very High Impact on Commitment
The individualized consideration I receive from my leader contributes to a positive work environment.	3.436	Strongly Agree	Very High Impact on Commitment
10. I feel more invested in the success of my team and organization when my leader provides individualized consideration.	3.406	Strongly Agree	Very High Impact on Commitment
Overall	3.404	Strongly Agree	Very High Impact on Commitment

Scoring 3.436, "The individualized consideration I receive from my leader helps me to develop professionally" falls under "Strongly Agree," showing a very high impact on commitment. It underscores the significance of leadership in supporting teachers' professional growth and development (Hilton et. al., 2015). "I feel more confident in my ability to address challenges when my leader provides individualized consideration," with a mean of 3.429, strongly agrees, indicating a very high impact on commitment. This emphasizes the importance of supportive leadership in empowering teachers to tackle challenges (Bagdžiūnienė et. al., 2022).

The statement, "Individualized consideration from my leader enhances my sense of autonomy and ownership over my work," scores a mean of 3.376. Falling under "Strongly Agree," it suggests that such leadership fosters a sense of independence and ownership among teachers (Day et. al., 2020). "The individualized consideration I receive from my leader contributes to a positive work environment," with a mean of 3.436, strongly agrees, indicating a very high impact on commitment. This shows how personalized leadership attention can cultivate a more supportive and positive working atmosphere (Yan et. al., 2023). The statement, "I feel more invested in the success of my team and organization when my leader provides individualized consideration," has a mean of 3.406. This

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strong agreement signifies a very high impact on commitment, highlighting the role of individualized consideration in fostering a sense of collective responsibility and investment in the team's success (Khan et. al., 2020).

The analysis highlights the critical role of individualized consideration in transformational leadership within educational settings. The highest weighted mean at 3.436, for statements related to professional development and contributing to a positive work environment, underscores the significant value teachers place on leaders' roles in these areas, indicating a very high impact on their commitment. Conversely, the statement with the lowest mean is "Individualized consideration from my leader enhances my sense of autonomy and ownership over my work," with a mean of 3.376. Despite being the lowest, it still falls under "Strongly Agree," showing a very high impact on commitment. This indicates that while it's highly impactful, the sense of autonomy and ownership is slightly less influenced by individualized consideration compared to professional development and work environment. Overall, these findings emphasize that leaders providing personalized attention and support not only boost teachers' professional growth and autonomy but also strengthen their overall commitment and connection to their roles, fostering a positive and productive educational environment.

Intellectual Stimulation

Table 4 delves into the aspect of intellectual stimulation in transformational leadership and its impact on teacher commitment. Intellectual stimulation involves encouraging innovation, creativity, and critical thinking, which are vital for the professional growth and satisfaction of teachers.

Table 4
Transformational leadership styles that affect teacher commitment in terms of Intellectual Stimulation

Indicators	Weighted Mean	Description	Verbal Interpretation
The intellectual stimulation I receive from my leader helps me to develop new skills and competencies.	3.384	Strongly Agree	High Impact on Commitment
The intellectual stimulation I receive from my leader enhances my creativity and problem-solving abilities.	3.361	Strongly Agree	Very High Impact on Commitment
I feel more engaged in my work when my leader provides intellectual stimulation.	3.406	Strongly Agree	Very High Impact on Commitment
The intellectual stimulation I receive from my leader helps me to generate new ideas and approaches to teaching.	3.399	Strongly Agree	Very High Impact on Commitment
Intellectual stimulation from my leader makes me feel more valued and respected as a teacher.	3.429	Strongly Agree	Very High Impact on Commitment
Overall	3.396	Strongly Agree	Very High Impact on Commitment

With a mean of 3.384, the statement, "The intellectual stimulation I receive from my leader helps me to develop new skills and competencies," falls under "Strongly Agree," reflecting a high impact on commitment. It indicates that intellectual stimulation is crucial for skill development (Sánchez-Cardona et. al., 2018). The statement, "The intellectual stimulation I receive from my leader enhances my creativity and problem-solving abilities," scores 3.361. Strongly agreeing, it highlights a very high impact on commitment, reinforcing the importance of intellectual stimulation in fostering creative problem-solving skills (Ritter et. al., 2020). "I feel more engaged in my work when my leader provides intellectual stimulation," with a mean of 3.406, strongly agrees, showing a very high impact on commitment. This suggests that intellectual stimulation is key to maintaining high levels of engagement (Judge & Klinger, 2012). Scoring 3.399, "The intellectual stimulation I receive from my leader helps me to generate new ideas and approaches to teaching" falls under "Strongly Agree," indicating a very high impact on commitment. It highlights the role of intellectual stimulation in fostering innovative teaching methods (Bolkan et. al., 2011).

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The statement, "Intellectual stimulation from my leader makes me feel more valued and respected as a teacher," has a mean of 3.429. This strong agreement, indicating a very high impact on commitment, emphasizes how intellectual engagement contributes to teachers feeling valued and respected (Bolkan et. al., 2011). Overall, the statement "Intellectual stimulation from my leader makes me feel more valued and respected as a teacher" has the highest mean of 3.429, categorized under "Strongly Agree." This indicates a very high impact on commitment, suggesting that when teachers receive intellectual stimulation that acknowledges their expertise and creativity, it significantly enhances their sense of value and respect in their profession. The statement with the lowest weighted mean is "The intellectual stimulation I receive from my leader enhances my creativity and problem-solving abilities," with a mean of 3.361. Although this is the lowest, it still falls within the "Strongly Agree" category, showing a very high impact on commitment. This suggests that intellectual stimulation is crucial for fostering teachers' creativity and problem-solving skills, albeit slightly less impactful than other areas.

The insights emphasize the significant role of intellectual stimulation in transformational leadership within educational settings. The highest weighted mean highlights the value teachers place on the positive impact of intellectual engagement on being valued and respected as a teacher. However, the lowest mean though still high, suggests a need for improvement in fostering creativity and innovation through intellectual stimulation. This points to an opportunity for leaders to further encourage creative thinking and problem-solving among teachers. Overall, the findings underscore that providing an intellectually stimulating and challenging environment is crucial for enhancing teachers' professional growth, job satisfaction, creativity, and overall commitment, contributing to a more dynamic and fulfilling educational experience.

Idealized Influence

Table 5 explores the concept of idealized influence, a crucial component of transformational leadership, and its impact on teacher commitment. Idealized influence refers to the ability of leaders to serve as role models, inspiring respect, trust, and admiration through their values, beliefs, and ethical standards.

Table 5.
Transformational leadership styles that affect teacher commitment in terms of Idealized Influence

Indicators	Weighted Mean	Description	Verbal Interpretation
My leader's idealized influence encourages me to prioritize the needs of others over my own.	3.316	Agree	High Impact on Commitment
The consistent display of idealized influence by my leader reinforces my trust and confidence in their leadership.	3.346	Agree	High Impact on Commitment
The idealized influence of my leader motivates me to exceed performance expectations.	3.323	Agree	High Impact on Commitment
I feel a strong sense of identification with my leader and strive to embody their values and mission.	3.429	Strongly Agree	Very High Impact on Commitment
The idealized influence of my leader enhances my commitment and loyalty to the organization.	3.338	Agree	High Impact on Commitment
Overall	3.350	Agree	High Impact on Commitment

Scoring 3.316, "My leader's idealized influence encourages me to prioritize the needs of others over my own," falls under "Agree," indicating a high impact on commitment. This suggests that leaders who exemplify selflessness can inspire similar values in their teachers. With a mean of 3.346, the statement, "The consistent display of idealized influence by my leader reinforces my trust and confidence in their leadership," agrees, showing a high impact on commitment. It underscores the importance of consistency in leadership for building trust (Lansing et. al.,

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2023). The statement, "The idealized influence of my leader motivates me to exceed performance expectations," scores 3.323. Falling under "Agree," it indicates a high impact on commitment, highlighting the motivational aspect of a leader's idealized influence (Jimenez & Jimenez, 2022). Scoring 3.429, "I feel a strong sense of identification with my leader and strive to embody their values and mission," strongly agrees, showing a very high impact on commitment. This reflects the powerful effect of a leader's values in shaping teachers' own goals and behaviors (Dinsdale, 2017). The statement, "The idealized influence of my leader enhances my commitment and loyalty to the organization," has a mean of 3.338. It agrees, indicating a high impact on commitment, suggesting that leaders who are exemplary in their conduct can bolster teachers' organizational commitment (Roncesvalles & Gaerlan, 2021).

The table overall shows how idealized influence in transformational leadership impact teacher commitment. The highest mean at 3.429, for the statement about teachers identifying with their leader's values and mission, indicates that teachers highly value and are committed to leaders who embody admirable qualities and ethical standards. Conversely, The indicator with the lowest mean is "My leader's idealized influence encourages me to prioritize the needs of others over my own," with a mean of 3.316. Falling under "Agree," this suggests a high impact on commitment, although slightly less compared to other aspects. It implies that while the selflessness demonstrated by leaders is influential, it might not be the strongest factor driving commitment among teachers. Overall, the findings highlight the profound influence of leaders who serve as ethical and inspirational role models, significantly affecting teachers' commitment and shaping a positive and ethical work environment.

Multiple Regression Analysis

Table 6 displays the correlation coefficients between various transformational leadership styles and teacher commitment, indicating the strength and direction of the relationships.

Table 6 Correlation Analysis of Transformational leadership styles and teacher commitment Variables

Variables	Correlation Coefficient	P-Value	Interpretation
Inspirational Motivation (IM)	.926**	p<0001	Significant
Individualized Consideration (IC)	.862**	p<0001	Significant
Intellectual Stimulation (IS)	.756**	p<0001	Significant
Idealized Influence (IF)	.769**	p<0001	Significant

Results show that all transformational leadership components significantly affects teacher commitment. The correlation coefficient for IM is .926, which indicates a very strong positive relationship with teacher commitment. This suggests that when leaders exhibit behaviors associated with inspirational motivation—such as articulating a vision that is appealing and inspiring to teachers—their level of commitment to the organization or their profession tends to be significantly higher. This finding aligns with the work of Obi (2018), who demonstrated that leaders who effectively communicate their vision can enhance the motivational levels of their staff.

With a correlation coefficient of .862, IC also shows a strong positive association with teacher commitment. This suggests that when leaders attend to the individual needs of teachers, support them, and encourage their professional development, teachers are more likely to feel committed to their roles. This is consistent with the findings of Cahyono et al. (2020) who found that personalized support from leadership was a key factor in job satisfaction and commitment.

The correlation coefficient of .756 indicates a significant positive relationship, albeit slightly weaker than IM and IC. This implies that teachers' commitment can be positively influenced by leaders who challenge them intellectually and stimulate them to think critically and solve problems innovatively. These results echo the conclusions drawn by Mlambo et al. (2021), who emphasized the importance of intellectual challenge in professional growth and engagement.

The correlation of .769 shows a positive and significant relationship with teacher commitment. This suggests that leaders who are admired, respected, and able to instill pride among teachers can positively impact their commitment. This reinforces the narrative presented by Asif et al. (2019) who argued that leaders who act as role models and demonstrate high ethical standards tend to cultivate higher levels of allegiance and dedication among their followers.

The results show that overall transformational leadership styles have a strong and positive relationship with teacher commitment. Leaders in educational settings should be aware of the potential impact their actions and behaviors can have on their staff's commitment levels. By focusing on behaviors that align with transformational leadership, such as providing inspiration, personalized support, intellectual stimulation, and acting as ethical role models, leaders may be able to enhance teacher commitment effectively.

Drawing on the significant correlations, in determining the relationship that best affects teacher commitment, multiple regression was conducted. The multiple regression analysis summarized in Table 8 indicates a significant relationship between transformational leadership styles and teacher commitment.

The R value of .929 signifies a strong positive correlation, while the R Square value of .862 suggests that approximately 86.2% of the variance in teacher commitment can be explained by the model's predictors— Inspirational Motivation (IM), Individualized Consideration (IC), Intellectual Stimulation (IS), and Idealized Influence (IF). The Adjusted R Square, at .858, adjusts this value for the number of predictors in the model, confirming that the model's explanatory power is not due to chance. The standard error of the estimate is .26819, which is relatively low, indicating precise predictions from the model.

Table 7 Summary of Multiple Regression Analysis for Variables Predicting Teacher Commitment

	R	R Square	Adjusted R Square	Std. Error of the Estimate
Model	.929a	.862	.858	.26819

Note:
a. Predictors: (Constant), IF, IC, IS, IM
b. Dependent Variable: Teacher Commitment

Table 7 presents the ANOVA for the regression analysis, which tests whether the model is significantly better at predicting teacher commitment than a model without predictors. The F value of 200.102 and the associated p-value of less than .001 strongly reject the null hypothesis that the model with predictors does not improve prediction over the model with only the mean. This suggests that the variables chosen for the model do indeed have a significant predictive relationship with teacher commitment.

Table 8 ANOVA for Multiple Regression Analysis Predicting Teacher Retention

	Sum of Squares	df	Mean Square	F	Sig.
Regression	57.57	4	14.392	200.102	.000
Residual	9.206	128	0.072		
Total	66.776	132			

Note:
a. Dependent Variable: Teacher Commitment (TC)
b. Predictors: (Constant), IF, IC, IS, IM

These findings show that transformational leadership styles are critical determinants of teacher commitment. The strong model fit indicated by the high R Square and the significant F statistic from the ANOVA suggests that these leadership behaviors can be reliably associated with the level of commitment teachers feel towards their profession or institution.

Similarly, these findings may be viewed in conjunction with the work of Azim et al. (2019), who found similar results concerning the impact of leadership styles on employee engagement. Additionally, the importance of transformational leadership in organizational commitment could be further supported by citing Purwanto (2020) who demonstrated a strong link between transformational leadership and job satisfaction.

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Overall, Table 8 provides a detailed look at the impact of various transformational leadership styles on teacher commitment using a multiple regression model. The unstandardized coefficients indicate how much the dependent variable, teacher commitment, changes with a one-unit change in the predictor variable, while holding other variables constant. The standard coefficients, or Betas, show the relative impact of each predictor variable.

For Inspirational Motivation (B = 0.9, Beta = 0.88), this variable has the strongest positive impact on teacher commitment, with a highly significant t-value (9.931) and a significance level of $p<0.001$. This indicates a robust relationship between inspirational motivation and teacher commitment, consistent with the findings of researchers like Cahyono et al. (2020) who reported that an inspiring vision from leaders is a powerful motivator for employees and has notably favorable and substantial impact on organizational commitment by fostering job satisfaction among employees.

Table 9 Transformational leadership styles that best predict teacher commitment

Model	Unstandardized Coefficients		Standard Coefficients		
	B	Std. Error	Beta	T	Sig
(Constant)	0.183	0.126		1.451	0.149
Inspirational Motivation	0.9	0.091	0.88	9.931	0.000
Individualized Consideration	0.141	0.092	0.133	1.529	0.129
Intellectual Stimulation	-0.139	0.072	-0.135	-1.943	0.054
Idealized Influence	0.048	0.068	0.046	0.709	0.480

Individualized Consideration (B = 0.141, Beta = 0.133) shows a positive coefficient, suggesting a favorable impact on teacher commitment, its significance level (p=0.129) is not below the conventional threshold of 0.05, indicating that the relationship may not be strong or consistent. This can be contrasted with Cahyono et al. (2020), which may have found a more significant effect of individualized consideration on employee outcomes.

Meanwhile, **Intellectual Stimulation (B = -0.139, Beta = -0.135)**: The negative coefficient for intellectual stimulation is intriguing, suggesting that, in this model, higher intellectual stimulation is associated with lower teacher commitment. This is different from other studies such as Alsayyed et al. (2020) who reported intellectual stimulation significantly impact on organizational performance and commitment.

Idealized Influence (B = 0.048, Beta = 0.046) show that positive but with a low coefficient and a non-significant t-value (0.709) and p-value (0.48). This indicates that idealized influence may not be a strong predictor of teacher commitment in this model, a finding dissimilar to that of Alsayyed et al. (2020) who have found a more substantial impact of idealized influence on organizational performance and commitment.

Overall, the equation below represents the multiple regression model that best predicts *best predict teacher commitment* based on the results. The equation takes the form of Y = b0 + b1X1 + b2X2 + ... + b12X12, where Y represents the predicted value of teacher commitment (TC) and X1 through X14 represents the independent variables included in the model.

a. Dependent Variable: TC
R = 0.929   F-value = 200.12
R2 = 0.862   p-value = 0.000

Equation:
Y = 0.183 + (0.9* X1) - (0.141* X2) - (0.139* X3) - (0.048* X4)

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Where:

Y = Teacher Commitment (TC)

X1 = Inspirational Motivation (IM)

X2 = Individualized Consideration (IC)

X3 = Intellectual Stimulation (IS)

X4 = Idealized Influence (IF)

Overall, the regression equation derived from the model is:

$$Y = 0.183 + 0.9(IM) + 0.141(IC) - 0.139(IS) + 0.048(IF),$$

where Y is teacher commitment, suggests that among the predictors, inspirational motivation is the most significant. This model, with an R of 0.929 and an F-value of 200.12, is statistically robust (p<0.001), indicating that these leadership styles are collectively powerful predictors of teacher commitment. These findings provide compelling evidence for educational leaders to focus on developing and demonstrating inspirational motivation above other transformational leadership styles to enhance teacher commitment.

Faculty Leadership Training Program: Activities Aligned with Transformational Leadership Variables Rationale

The rationale for the program stems from the identified need to bolster teacher commitment through effective leadership practices. This study has demonstrated a clear link between transformational leadership and increased levels of teacher commitment, which in turn can lead to improved educational outcomes. In developing leaders who can inspire, support, stimulate, and serve as role models, the program seeks to cultivate a more engaged and dedicated teaching faculty.

General Objectives

The general objective of the program activities is to strengthen the transformational leadership capacities of faculty members, thereby enhancing the overall educational environment and increasing teacher commitment and retention.

Specific Objectives

1. To provide faculty members with the knowledge and skills necessary to lead with inspiration and motivation, creating a shared vision that aligns with educational goals.

2. To develop the ability of faculty leaders to recognize and address the individual needs and aspirations of their colleagues, fostering a supportive and nurturing work environment.

3. To encourage intellectual engagement among faculty by promoting creativity, critical thinking, and problem-solving in an academic setting.

4. To build a faculty leadership style that exemplifies ethical conduct, engenders trust, and earns respect from peers and subordinates.

Conclusions

The study's findings shows the significant influence of several factors on teacher commitment, with the work environment emerging as paramount. A positive, collaborative workplace, alongside manageable workloads, competitive salaries, and effective administrative support, plays a critical role in fostering teacher job satisfaction and commitment. Transformational leadership styles—Inspirational Motivation, Individualized Consideration, Intellectual Stimulation, and Idealized Influence—further compound this impact, with Inspirational Motivation standing out as the most significant positive predictor of commitment. The findings suggest that educational leaders can substantially enhance teacher commitment by adopting practices that inspire and motivate, address individual needs, stimulate critical thinking, and embody ethical standards.

In response, the study proposes the "Enhancing Transformational Leadership in Education" Faculty Leadership Training Program, aimed at equipping faculty members with transformational leadership skills, emphasizing the critical role leadership plays in boosting teacher commitment. This initiative seeks to foster a more

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engaged and committed teaching workforce by prioritizing inspirational motivation and individualized consideration, along with encouraging intellectual stimulation and idealized influence.

Recommendations

Based on these conclusions, the study recommends that educational institutions develop and implement leadership strategies that cater to the diverse needs of the teaching workforce, focusing on developing transformational leadership qualities. Regular evaluation of leaders' adherence to these principles is advised to ensure continuous improvement. Future research should aim for a broader and more diverse sample size to enhance the generalizability of the findings, include qualitative research for deeper insights, and undertake longitudinal studies to assess long-term impacts on teacher commitment and job satisfaction. Exploring the impact of transformational leadership on wider educational outcomes, such as student achievement and organizational culture, and the role of technology in supporting these leadership styles, represents valuable areas for further investigation. These recommendations aim to guide future initiatives and research toward refining leadership practices in education, ultimately fostering improved educational outcomes and teacher well-being.

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